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AUTHOR	Jalongo, Mary Renck; Isenberg, Joan P.; Gerbracht, Gloria
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ABSTRACT

This book for teachers, administrators, and teacher educators suggests that teachers' stories are central to the type of inquiry and reflection that lead to professional development and personal insight. The book contends that it is through careful examination of real-life classroom experiences that teachers explore the complexities of what it means to teach. It is in the narrative mode that teachers consider daily dilemmas, examine their motives and misgivings, savor their successes, and look at their failures. Each chapter contains cases, anecdotes, and short stories by teachers. Chapter 1 asserts the authority of teachers' knowledge. Chapter 2 examines how narrative connects practitioners. Chapter 3 examines the reciprocal natures of teaching and learning. Chapter 4 shows how narrative works as a tool for looking beneath the surface of teaching. Chapter 5 highlights story as a problem solving tool. Chapter 6 discusses helping teachers develop as professionals via story. Chapter 7 suggests that story is a fundamental way for teachers to be heard and participate more fully in educational dialogue. Chapter 8 suggests practical strategies for telling, writing, using, and publishing stories. The two appendixes offer an annotated bibliography of teachers' stories and suggestions for publishing teachers' stories. (SM)

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